BASIC DETAILS:

Subject:	SCHOOL AND TEACHING (EL CENTRO ESCOLAR Y LA FUNCIÓN DOCENTE)
Id.:	32476
Programme:	GRADUADO EN EDUCACIÓN INFANTIL. PLAN 2015 (BOE 17/08/2015)
Module:	LA ESCUELA DE EDUCACIÓN INFANTIL
Subject type:	MATERIA BASICA

Year:	1	**Teaching period:**	Primer Cuatrimestre
Credits:	6	**Total hours:**	150
Classroom activities:	60	**Individual study:**	90
Main teaching language:	Inglés	**Secondary teaching language:**	Castellano
Lecturer:	JERUE , BENJAMIN ADAM (T)	**Email:**	bajerue@usj.es

PRESENTATION:

School and Teaching is a Humanities' subject of a philosophical nature that introduces students to the current state of affairs in education. In this course we will discuss education, schooling and teaching as concepts and practices that vary depending on human need and that cannot be separated from cultural and political considerations.We will pay close attention to the tools schools and teachers use to structure educational activties (like curricula, standards, policies, etc.). To expand studens' knowledge about school and teaching beyond Spain, we will examine other countries and contexts.

During this course, students will develop skills in searching for relevant facts and information to help answer questions and engage in meaningful discussion. Accordingly, students will be active participants in the class and will be expected to engage in peer-teaching exercises.

PROFESSIONAL COMPETENCES ACQUIRED IN THE SUBJECT:

General programme competences	G01	Capacity to analyse and synthesise information from different sources.
	G02	Capacity to effectively solve problems and take decisions based on the knowledge and competences acquired.
	G03	Capacity to organise, plan and self-assess the work undertaken.
	G04	Capacity to apply information technologies critically and constructively as tools to promote learning.
	G05	Capacity to work in a team and cooperate with other professionals from the same or a different sector.
	G07	Capacity for interpersonal communication in English (oral and written) at a minimum B2 level (per the Common European Framework of Reference for Languages) to adapt to the academic and professional requirements of the Degree.
	G08	Capacity to absorb social and humanistic concepts within a rounded university education which allows the development of ethical values such as solidarity, interculturality, equality, commitment, respect, diversity, integrity, etc.
	G09	Capacity to formulate social transformation proposals, considered ethically, based on democracy and basic rights.
	G10	Capacity to generate new ideas through initiative, innovation and creativity for effective adaptation to educational needs and the job market.
	G11	Capacity to establish and fulfil the most suitable quality criteria and to employ work methods and strategies oriented towards continuous improvement.
	G12	Capacity to self-assess, nurturing learning, scientific research, practice based on evidence and scientific and social progress.
Specific programme competences	E27	Position the preschool within the Spanish education system and a European and international context.
	E28	Know of international experiences and examples of innovative practices in preschool education.
	E29	Value the importance of teamwork.
	E30	Participate in the creation and monitoring of preschool educational projects within the framework of projects at the school and cooperating with the region and other teachers and social agents.
	E31	Know the legislation regulating preschools and its organisation.
	E32	Value the personal relationship with each pupil and their family as an educational quality

		factor.
Regulated profession competences	P02	Promote and enable learning in early childhood - from an overall inclusive perspective - of the various cognitive, emotional, psychomotor and volitional aspects.
	P03	Design and regulate learning areas, in the context of diversity, which cleave to the individual educational needs of the pupils, gender equality and respect for human rights.
	P05	Know how to systematically observe learning and coexistence in action and reflect on both.
	P10	Express oneself orally and in writing and master the use of different expressive techniques.
	P14	Know the organisation of preschools and the variety of activities that comprise how they work.
	P15	Accept that teaching is a matter of getting better and adapting to scientific, pedagogical and social changes over the course of the career.
	P16	Act as a guide for the parents with regard to family education for the 0-6 age range and master social abilities in dealing with and relating to the family of each pupil and with the families in general.
	P17	Reflect on classroom practices to innovate and improve teaching. Acquire the habits and skills to learn alone or with others and foster this among the pupils.
	P18	Understand the function, possibilities and limits of education in modern society and the fundamental competences that affect preschools and their employees.
	P19	Find quality improvement models that can be applied to educational establishments.
Learning outcomes	R01	Know the preschool education curriculum from the perspective of acquiring basic competences.
	R02	Differentiate the contexts that condition the education process: school, family and social.
	R03	Understand classroom interaction processes.
	R04	Develop activity materials and programming related to the image of the school in its immediate surroundings.
	R05	Integrate the curriculum with the characteristics of the socio-environmental context at the school.
	R06	Assess current trends in education and multiculturalism.

PRE-REQUISITES:

Students should have a **B1 level of English** to be enrolled in this degree program and course. If you have not reached this level yet, you will need to take extra steps to improve your level of English in order to be happy and successful in this class. It is your responsibility to reach the level required through independent study and language support courses. USJ offers fantastic courses through the ILM (Instituto de Lenguas Modernas) that provide language support classes for those students who have not reached the required B1 level. These courses are **highly** recommended. Speak to your lecturer regarding how you can enroll in one of these courses.

SUBJECT PROGRAMME:

Observations:

The following program is provisional and can change depending on the pace of the class as well as students' ability and interest.

Subject contents:

1 - Introduction
1.1 - Skills for Academic Success
1.2 - What Is Education?
2 - Education, School and Teaching
2.1 - Teaching Statements: What, Why and How?
2.2 - Types, Purpose and Functions of Education
2.3 - School and Home
3 - Teaching Goals and Practices
3.1 - Curricular Goals and Frameworks
3.2 - School Guide
3.3 - Education and Citizenship
4 - Effective Teaching and Learning
4.1 - Curricula for the 21st Century

| 4.2 - Gardner's 5 Minds |
| 4.3 - Theories of Assessment |
| **5 - Current Issues in Education** |
| 5.1 - Segregation |
| 5.2 - Immigration |
| 5.3 - Multiculturalism and Interculturalism |
| **6 - Putting it Together: "Towards a Teaching Philosophy"** |

Subject planning could be modified due unforeseen circumstances (group performance, availability of resources, changes to academic calendar etc.) and should not, therefore, be considered to be definitive.

TEACHING AND LEARNING METHODOLOGIES AND ACTIVITIES:

Teaching and learning methodologies and activities applied:

A wide range of teaching and learning methodologies will be used in this course. Given the results of academic research on learning, students will be required to participate actively in class and hence will construct their learning and opinions on a variety of topics. Students will be introduced to new ideas in participative lectures and readings. **Students should be prepared to spend a good deal of time reading scholarly material** and digesting the argument found in readings. Since the material covered in this class is complex, students are expected to develop and justify their own opinions and ideas about a range of topics. Accordingly, class will include debates, role-playing exercises and writing activities.

Different active methodologies will also be present during the course such as "Flipped Classroom" activities and Cooperative Learning. Since the subject will be taught through English, a CLIL approach will be used by the lecturer throughout the course. Students will be expected to work on a portfolio on a regular basis in which they review material covered in class and work to develop their own opinions.

Students will also be expected to attend tutorials in which they can discuss individual or group work. The lecturer will inform students about tutorial times. Students will be asked to make a previous appointment with their lecturer.

"Independent study" is an important part of this course so that students can develop into be more autonomous learners. Independent study time should largely be dedicated to working on the portofolio, which will be a compendium of all learned material and hence will be an excellent tool for studying for the final exam.

Student work load:

Teaching mode	Teaching methods	Estimated hours
Classroom activities	Master classes	22
	Other theory activities	8
	Practical work, exercises, problem-solving etc.	15
	Coursework presentations	5
	Assessment activities	4
	Case Studies	6
Individual study	Tutorials	4
	Individual study	24
	Individual coursework preparation	24
	Group cousework preparation	18
	Research work	8
	Compulsory reading	10
	Recommended reading	2
	Total hours:	150

ASSESSMENT SCHEME:

Calculation of final mark:

Individual coursework:	10	%
Group coursework:	25	%
Final exam:	30	%
Oral Defense/Interview :	15	%
Portfolio:	20	%
TOTAL	100	%

*Las observaciones específicas sobre el sistema de evaluación serán comunicadas por escrito a los alumnos al inicio de la materia.

BIBLIOGRAPHY AND DOCUMENTATION:

Basic bibliography:

DANIELS, H., LAUDER, H. and PORTER, J. (Eds.). (2009). Educational theories, cultures and learning: A critical perspective. Routledge.

BIESTA, G. (2015). What is education for? On Good education, teacher judgement, and educational professionalism. European Journal of Education, 50(1), 75–87. http:/ / doi.org/ 10.1111/ ejed.12109

YERO, J. L. (2002). The meaning of education. Teacher's Mind Resources. Downloadable from https:/ / www.scribd.com/ document/ 20635703/ Teacher-s-Mind-Resources-Http-Www-teachersMind-com

YOUNG, M. (2011). What Are Schools for ? Educação Sociedade y Culturas, 32, 145–156. http:/ / doi.org/ 10.4324/ 9780203378595

Recommended bibliography:

WAXMAN, H. C., WITT BORIACK, A., LEE, Y.H., and MACNEIL, A. (2013). Principals' Perceptions of the Importance of Technology in Schools. Contemporary Educational Technology, 4(3), 187–196.

BOWMAN, B. T., DONOVAN, M. S., BURNS, M. S. (2000). Eager to Learn. Educating our preschoolers. National Academies Press. Can be downloaded for free from https:/ / www.nap.edu/ download/ 9745

RICHHART, R. and PERKINS, D. (2008). Making thinking visible. Educational Leadership, 65(5), 57–61. http:/ / doi.org/ 10.2214/ AJR.09.3938

FIELDING, M. P. (2012). " No Sense of Borders " ? The Internationalisation of Education in Australian Schooling.

WALKER, T. (2016). When Finnish Teachers Work in America ' s Public Schools.

HOHMANN, M. and WEIKART, D. P. (1995). Educating Young Children: Active Learning Practices for Preschool and Child Care Programs. Early Childhood Counts: Programming Resources for Early Childhood Care and Development, 13–41.

Recommended websites:

Articles about Education and Theories (EarlyChildhoodNEWS)	http://www.earlychildhoodnews.com/page2.aspx
Summarized Articles and Studies	https://www.sciencedaily.com
Culture and Diversity	https://peda.net/jyu/okl/hankkeita/ebbwdite/sivu2-luonnos
Active teaching strategies	http://teaching.berkeley.edu/active-learning-strategies
School news (Spain)	https://www.abc.es/familia/colegios/
School news (UK)	https://www.independent.co.uk/topic/Schools
Education and Training Updates (The European Commission)	https://ec.europa.eu/education/news_en
Search for full open access articles by topic	https://eric.ed.gov/?